

Budget Activity 2:

AMERICORPS*STATE AND NATIONAL GRANTS

| SUMMARY OF BUDGET ESTIMATES | | | | |
|--|------------------------|---------------------|--------------------|-----------------------|
| | FY 1999 Actual | FY 2000 Estimate | FY 2001 Request | Increase/ Decrease |
| | (dollars in thousands) | | | |
| Formula grants to states | \$70,586 | \$112,840 | \$94,667 | -\$18,173 |
| Competitive grants to states | 104,085 | 115,090 | 132,933 | +17,843 |
| Direct national competitive grants to eligible nonprofit organizations | 36,100 | 45,000 | 51,000 | +6,000 |
| Set-asides for U.S. Territories | 526 | 4,970 | 2,700 | -2,270 |
| Set-asides for Indian tribes | <u>2,600</u> | <u>4,100</u> | <u>2,700</u> | <u>-1,400</u> |
| Total Obligations | 213,897 | 282,000 | 284,000 | +2,000 |
| Carryover from prior year | -112,897 | -136,000 | -88,000 | -48,000 |
| Carryover to next year | <u>136,000</u> | <u>88,000</u> | <u>88,000</u> | <u>---</u> |
| Current year budget authority | \$237,000 | \$234,000 | \$284,000 | +\$50,000 |

Background Information on the AmeriCorps*State and National Grants Program

Program Elements. AmeriCorps*State and National members participate in local service programs operated by not-for-profit agencies, local and state government entities, Indian tribes, institutions of higher education, local school and police districts, and partnerships among any of the above. Member recruitment, selection, and placement are the responsibility of the grantees. Members serving with these grantees must meet community needs in education, public safety, the environment and other human needs through direct and demonstrable service.

Participation. In fiscal 1999, AmeriCorps*State and National received appropriated funds to support over 750 programs and approximately 43,000 members.¹ Members, in most cases, must be at least 17 years old. Full-time members must serve at least 1,700 hours over a 9- to 12-month period to receive an education award worth \$4,725. Members may also serve part-time for one or more years to qualify for a partial or full education award. AmeriCorps*State and National members receive a living allowance (in fiscal 1999, approximately \$8,700 for full-time members, of which the Corporation pays up to 85 percent) and benefits such as health insurance and childcare allowances.

¹ This figure of 43,000 includes 13,000 members funded in the AmeriCorps Education Awards Program through Subtitle H in Budget Activity 3.

Types of Service. Services range from tutoring children to serving in community policing projects to building or rehabilitating housing for the homeless. In its five years of operation, AmeriCorps*State and National members have provided benefits to over 33 million Americans.

Funding. For fiscal 1999, Congress appropriated \$237 million for AmeriCorps*State and National programs. More than two-thirds of the funds went to the states, where Governor-appointed State Commissions on national service managed their use. A population-based formula allotment determines the distribution of approximately one-half of these federal funds going to the states. A national competitive process for proposals submitted by the State Commissions governs how to distribute the balance. A separate category of funds (up to one-third of the federal funds) is reserved for regional and national nonprofit organizations that offer service activities in more than one state (Congress capped this category in fiscal 1999 at \$40 million). These AmeriCorps*National grantees receive their awards directly from the Corporation on a competitive basis. Set-aside AmeriCorps funding is also available for Indian tribes and U.S. territories. The Corporation also used funds appropriated under this budget activity to support training and technical assistance for these programs.

AmeriCorps*Education Awards Program

Program Elements. This initiative provides education awards to national, state, and local community service organizations that can support most or all of the costs associated with managing an AmeriCorps grant from sources other than the Corporation. The funds for this program come principally from the National Service Trust, but the AmeriCorps*State and National program office provides oversight. The program began in 1997, in part because of discussions with Congress on methods to lower member costs to the Corporation. Program requirements have changed under this initiative to allow greater management and operational flexibility. This program is especially suited to organizations that already conduct substantial community service and the availability of education awards will further enhance their capacity to serve. This program does not require grantees to pay living allowances or other benefits to members.

Participation. During the first three years of the Education Awards Program, AmeriCorps approved more than 175 new grants, creating opportunities for approximately 35,000 new AmeriCorps members. Members must meet the eligibility requirements outlined for AmeriCorps*State and National, and must successfully complete the full-time (1700 hours), part-time (900 hours), or reduced part-time (less than 900 hours) terms of service to receive an education award.

Types of Service. The types of service that Education Awards members provide are identical to service provided by other AmeriCorps participants.

Funding. For fiscal 2000, the Corporation anticipates allocating approximately 13,000 education awards from the Trust. Funds for program support costs will be financed under Budget Activity 3: Innovation, Demonstration, and Technical Assistance Activities. Applicants may request no more than \$500 per full-time member for program support costs. Organizations operating service projects in more than one state must apply directly to the Corporation, while local and state organizations and agencies apply through State Commissions, which then apply to the Corporation on their behalf. Institutions of higher education are eligible to apply directly to the Corporation or through State Commissions.

Findings from Independent Program Evaluation Studies

AmeriCorps is meeting critical community needs. During the 1997-1998 program, AmeriCorps programs provided a wide range of critical services to American families, neighborhoods, and communities. The

following chart summarizes the accomplishment data from the most recent Annual Accomplishment Review.

| Sample of AmeriCorps Accomplishments From July 1, 1997 to June 30, 1998 | |
|--|---------------------------------------|
| <u>Education</u> | <u># of Beneficiaries²</u> |
| • Students Taught (all grades, K-12) | 486,700 |
| • Peer tutors recruited or trained | 40,900 |
| <u>Health & Human Needs</u> | |
| • Homeless people placed in permanent housing or transitional-to-permanent housing | 17,300 |
| • Individuals receiving prenatal health screening, diagnosis, and follow-up care | 480,900 |
| • People receiving health related information | 1,577,400 |
| <u>Environment and Neighborhood Restoration</u> | |
| • Community buildings rehabilitated, renovated, or repaired | 1,100 |
| • Clients helped to meet water/air quality guidelines | 1,210,100 |
| • Trees planted in cities, towns, rural areas, and parks | 1,372,200 |
| <u>Public Safety</u> | |
| • Neighborhood watches conducted | 500 |
| • Community policing or police relations programs started or continued | 4,000 |
| • Students trained in-school conflict mediation programs | 119,900 |
| • Students taking part in violence avoidance activities after school | 336,800 |
| Source: Aguirre International. <i>Annual Accomplishment Review, 1997-1998</i> . 1999. | |

National service is having a positive impact on the life skills of program members, their educational attainment, and the levels of their civic involvement. Significantly, members in the AmeriCorps stream of service are gaining in the important “SCANS skills” identified by the Department of Labor as critically

² These accomplishments are based on annual reports provided by AmeriCorps grantees and sub-grantees to Aguirre International. The data are not subject to audit and should be considered as approximate indicators of level of performance. Independent reviews conducted of the accomplishment reporting process in earlier years found that the reported results were accurate reflections of effort. In fact, programs were frequently found to underreport accomplishments.

important for workplace effectiveness and civic participation in the 21st century. Perhaps most important, members of Corporation-supported programs overwhelmingly report that service has become a part of their life style and that they expect to continue to serve in the future. (Aguirre International. *Making a Difference: Impact of AmeriCorps*State/National Direct on Members and Communities, 1994-1995 and 1995-1996*. 1999.)

National service is making significant changes at the local level in the effectiveness of institutions and organizations in doing their jobs. Evaluations show, for example, that AmeriCorps programs have expanded by 17 percent the number and type of local institutions involved in launching new services. They have expanded or improved existing services by 43 percent and helped 40 percent of existing organizations add new services. AmeriCorps has also expanded the ability of 83 percent of its affiliated institutions to do more with existing resources. As a group, evaluations showed that institutions sponsoring AmeriCorps programs sustained “significant change” because of AmeriCorps involvement. (Aguirre International. *Making a Difference*.)

Local organizations working in partnership with AmeriCorps raised their operating standards as a direct result of their AmeriCorps connection. AmeriCorps programs received an 88 percent “positive effect” rating among local program administrators. AmeriCorps was found to strengthen communities overall on 15 strength indicators. For example, AmeriCorps rated high on working with other groups and reaching objectives. The research shows that AmeriCorps strengthens links between local institutions, helps build communities’ physical and organizational infrastructures, and raises the overall level of community empowerment. (Aguirre International. *Making a Difference*.)

AmeriCorps’ literacy activities have significant impacts on reading scores and abilities. Several studies document the impact of AmeriCorps on literacy. See a summary of these studies in Budget Activity 3: Innovation, Demonstration, and Assistance Activities.

Accomplishments in Fiscal 1999

In fiscal 1999, the Corporation allocated its AmeriCorps*Grants appropriation as follows:

- (a) State formula programs. We allocated more than one-third of the fiscal 1999 AmeriCorps*State and National funds to the states according to a population-based formula. We awarded funds to 374 programs through this process.
- (b) State competitive programs. The Corporation distributed approximately one-third of the fiscal 1999 AmeriCorps*State and National funds to programs that the states selected and then submitted to the Corporation for competitive consideration. We funded 217 programs through this competition.
- (c) National direct. An amount of \$40 million went directly to programs operated by national nonprofit organizations, professional corps, and programs operating in more than one state. Thirty-nine programs received awards through this competition.
- (d) Set-asides. Two percent of fiscal 1999 AmeriCorps*State and National funds was set aside for Indian Tribes and U.S. Territories (1 percent each). We made 14 grants on a competitive basis to programs operated by Indian Tribes. Three grants went to programs operated by the U.S. Territories according to a population-based formula.
- (e) Education Award Grants. Eighty-nine grants are operational through the Education Awards program whereby a sponsoring organization receives a grant for the education awards plus a small allocation for program support funded through Budget Activity 3.

- (f) Training and Technical Assistance. The Corporation used funds appropriated under this budget activity to support training and technical assistance to programs in this category.

AmeriCorps*State and National Initiatives for Fiscal 2000

- ❖ **Enrollment.** The Corporation's fiscal 2000 budget will allow for the participation of approximately 43,000 AmeriCorps members in 796 programs including 13,000 members in Education Award programs, and 500 AmeriCorps Promise Fellows. When combined with the other AmeriCorps programs, total members will be approximately 50,000. The intention is to reach the goal of 100,000 AmeriCorps members serving in fiscal 2004.
- ❖ **Literacy.** A major focus is the continuation of the literacy initiative. As part of the effort to ensure that all children read well and independently by the third grade, the number of tutors available to young children will increase.
- ❖ **Goals of Presidents' Summit.** AmeriCorps programs will focus on meeting the five goals of the Presidents' Summit. See Budget Activities 3 and 9 for a more detailed discussion.
- ❖ **After-School Activities.** The Corporation, which has a demonstrated record with AmeriCorps members engaged in after-school and other non-school hour activities, will support more of these efforts to help children lead productive lives.
- ❖ **Training.** A portion of the budget will accomplish training objectives for project directors and members.
- ❖ **Decentralization.** The Corporation will continue its decentralized operation in partnership with the states. This approach is an innovative and effective way to accomplish important state and local initiatives with Federal support. As in fiscal 1999, Governors may propose plans for statewide initiatives as part of the fiscal 2000 grants process.
- ❖ **Indian Tribes.** Included is funding for two to three, reservation-based, Native American Service Corps. Based on consultation with tribal leaders, programs will be residential and have approximately 50 members each. We anticipate that one will primarily serve a single, large reservation while the other will be inter-tribal with projects servicing various tribes. Residential programs have been a very successful model and the residential design enables participants to learn more about being with other people and increasing one's self-esteem. Lack of role models and hope is pervasive on reservations. A crew-based, residential program is a structure that will attract new members and work well on reservations.

AmeriCorps*State and National Initiatives for Fiscal 2001

- ❖ **State Formula Funding.** The Corporation will continue to fund program grants through State Commissions via population-based formula allocation. Increased funding in this category, as well as under State competitive and National competitive funding, will support an additional 8,500 full and part-time members, including summer programs. States will determine where to allocate these resources through Governor-appointed State Commissions. Further funds will support training authorized under Subtitle C of the National and Community Service Act.

Request: \$94,667,000

- ❖ **State Competitive Funding.** We will continue to fund program grants through State Commissions via a national competitive process. States will have flexibility to determine priorities among the areas of education, health and human needs, public safety, and the environment. In addition, States will determine the mix in use of full-time, part-time, and summer programs.

Request: \$132,933,000

- ❖ **National Competitive Funding.** The Corporation will continue to fund direct national competitive grants to eligible nonprofit organizations. The request amount assumes an easing of the cap by \$6 million and an increase for approximately ten new programs.

Request: \$51,000,000

- ❖ **U.S. Territories.** The Corporation will continue to fund programs in the U.S. Territories.

Request: \$2,700,000

- ❖ **Indian Tribes.** The Corporation will continue to fund and expand programs with U.S. Tribes. This includes the residential program being initiated in fiscal 2000. In addition, the Corporation also proposes to use funds appropriated under this budget activity to support training and technical assistance tailored to the needs of these programs.

Request: \$2,700,000

Total Request: \$284,000,000

| PERFORMANCE INDICATORS | | | | |
|--|---------------------|---------------------|--------------|--------------|
| Performance Indicators for the AmeriCorps*State and National Program | Actual Performance | | Goals | |
| | Program Year | Program Year | Program Year | Program Year |
| | 1998 | 1999 | 2000 | 2001 |
| Number of members enrolled annually | 33,171 ³ | 43,000 ⁴ | 43,000 | 54,000 |
| Average percent of expected service time completed by AmeriCorps*State and National members. ⁵ | 82.8% | 85% | 85% | 85% |
| Percent of members who complete a term of service and become eligible to receive the education award. ⁶ | 74.6% | 75% | 75% | 75% |

³ These enrollments are for program year 1998, the most recent year for which we have complete data. Program year 1998 enrollments in AmeriCorps*State and National programs generally began in the fall of 1998 and ended during the summer of 1999. These enrollments were funded with fiscal 1998 appropriations. Note also that these totals do not include enrollments in AmeriCorps*VISTA and AmeriCorps*NCCC.

⁴ Projected enrollments for program year 1999 generally began in the fall of 1999 and will end in the summer of 2000. These enrollments are being funded with fiscal 1999 appropriations.

⁵ This indicator is defined as follows. For a member who completes service during a program year, divide the number of hours served by the number of hours that member was expected to serve. For example, an AmeriCorps member who serves 1750 hours, which includes 50 hours above the expected minimum of 1700 hours, has a rate of 102.9%. The average for the program is the average rate for all members.

⁶ This indicator is defined as follows. For all members who complete service during a program year, divide the number of members who met the requirements for an education award by the total number of members who completed service. If, as in the case of AmeriCorps, the average is 74.6%, more than seven of every ten members who left the program during the year earned an education award.

| Pending and Planned Program Evaluation Studies to Set Baselines for Additional Performance Indicators | Status of Research |
|--|--|
| <p><i>Customer Satisfaction Surveys</i></p> <ul style="list-style-type: none"> The percentage of AmeriCorps*State and National partners, including grantees, sub-grantees, and host organizations reporting that program manages its activities efficiently and effectively. | Annual beginning fiscal 1999 |
| <p><i>Community Impact Surveys</i></p> <ul style="list-style-type: none"> Ratings by knowledgeable, community representatives of AmeriCorps*State and National members' success in meeting critical community needs. | Planned annual surveys beginning in fiscal 1999 |
| Potential Outcomes for AmeriCorps*State and National from Pending and Planned Program Evaluations ⁷ | Status of Research |
| <p><i>Longitudinal Research on National Service Participants</i></p> <ul style="list-style-type: none"> Improvements in the lives of AmeriCorps* State and National program members resulting from their service. Comparison of individuals who do not serve with former AmeriCorps*State and National participants on degree of engagement in their communities, including continuing to serve. Improvements in life skills of members, including their ability to work with people of diverse backgrounds, resulting from service. Percent of former members who receive the education award reporting it was a substantial factor in their ability to reduce the burden of debt owed to educational institutions. | Planned 3-5 year study, beginning in fiscal 1999 |
| <p><i>Evaluation of Literacy and Tutoring Activities</i></p> <ul style="list-style-type: none"> Gains in reading ability by children tutored in projects organized or assisted by AmeriCorps*State and National members. | Outcomes in Phase II, beginning fiscal 1999 |
| <p><i>Evaluation of Education Award Programs</i></p> <ul style="list-style-type: none"> Comparison of member training and community service in the Education Award Program to that in the regular AmeriCorps*State and National program. | Planned 1-year study beginning fiscal 1999 |
| <p><i>Assessment of the "Added Value" Provided by AmeriCorps*State and National Programs</i></p> <ul style="list-style-type: none"> Degree to which community representatives report positive perceptions of benefits from AmeriCorps. May include increases in community collaboration, mobilization of volunteers, and local service capacity. | 2-Year Study begun in fiscal 1999 |

⁷ These outcomes are from studies yet to be completed. Outcomes from completed evaluations were listed earlier under "Findings from Independent Program Evaluation Studies."

Budget Activity 1:

AMERICORPS*VOLUNTEERS IN SERVICE TO AMERICA (VISTA)

| SUMMARY OF BUDGET ESTIMATES | | | | |
|--------------------------------------|-------------------|---------------------|--------------------|-----------------------|
| | FY 1999 Actual | FY 2000 Estimate | FY 2001 Request | Increase/ Decrease |
| (dollars in thousands) | | | | |
| <u>Program Data</u> | | | | |
| Total service years | 5,481 | 5,900 | 6,100 | +200 |
| Training entries | 5,558 | 6,000 | 6,000 | --- |
| Budget Authority | \$73,000 | \$80,574 | \$86,000 | +\$5,426 |
| Grant-supported members | \$14,150 | \$12,500 | \$13,714 | +\$1,214 |
| Member support | 49,656 | 57,576 | 61,634 | +4,058 |
| Project support | 2,039 | 2,450 | 2,512 | +62 |
| Training and technical assistance | 6,061 | 6,840 | 6,850 | +10 |
| Recruitment | 1,094 | 1,208 | 1,290 | +82 |
| Lapsed funds | --- | --- | --- | --- |
| Current year budget authority | \$73,000 | \$80,574 | \$86,000 | +\$5,426 |

Background Information on AmeriCorps*VISTA

Program Elements. AmeriCorps*VISTA members serve low-income communities across the country. Members of AmeriCorps*VISTA work and live in the communities in which they serve, creating or expanding projects that can continue after they complete their service. AmeriCorps*VISTA members are assigned to local project sponsors and focus on building community capacity, mobilizing community resources, and increasing self-reliance.

Participation. In fiscal 1999 AmeriCorps*VISTA had about 1,200 projects with over 6,500 members serving.¹ AmeriCorps*VISTA members serve full-time for at least one year and must be at least 18 years old. They received an annual living allowance that averaged approximately \$8,688 in fiscal 1999. Members also receive health insurance, childcare, liability insurance, and a choice of the \$4,725 education award or a \$1,200 stipend upon conclusion of service.

¹ Comparing the number of AmeriCorps*VISTA members and the number of service years may be confusing. To understand the difference between them, please note that the number of members is a count of individuals in service, while service years is a count of how much time members serve. Each year there will always be more members than service years.

Types of Service. AmeriCorps*VISTA's main activities involve strengthening and expanding the capacity of local organizations to address the needs of low-income communities in these program emphasis areas: education, health and nutrition, housing and homelessness, community and economic development, and public safety. In fiscal 1997, projects reported AmeriCorps*VISTA members each recruited an average of 42 community volunteers and generated more than \$24,000 in cash and in-kind resources for their local projects. An evaluation of AmeriCorps*VISTA project sustainability, in fiscal 1997, focused on projects that had not received VISTA support for two or more years. The study found that nearly 70 percent of the projects continued or expanded the activities in which AmeriCorps*VISTA members had been involved.

Funding. AmeriCorps*VISTA members serve in local public and private nonprofit organizations that absorb most of the costs of their training, supervision, and logistical support. In fiscal 1999, Congress appropriated \$73 million for AmeriCorps*VISTA. In fiscal 1999, as part of the 6,500 total enrollment, AmeriCorps*VISTA has cost-share agreements in place which will support, when fully enrolled, about 1,000 members. These agreements require the cost-share sponsor to reimburse the federal government for some direct support costs of members.

Findings from Independent Program Evaluation Studies

VISTA Generates a Powerful Leveraging Effect. AmeriCorps*VISTA members regularly stretch the value of their own service by mobilizing community resources that are directed to meeting project-specific goals. AmeriCorps*VISTA is specifically charged with a mission of "sustainability" that enhances this impact. The program expects members to train their replacements in local organizations and communities thus allowing continuation of member-initiated activities after AmeriCorps*VISTA resources are withdrawn.

- Over the past five years, an average of 68 percent of AmeriCorps*VISTA-sponsored programs continued to operate after members had left their assignments. (PeopleWorks, Inc., *The Sustainability of AmeriCorps*VISTA Programs and Activities*, 1997)
- Almost 850 AmeriCorps*VISTA members worked on housing and homeless initiatives at 240 projects during 1997, benefiting an estimated 234,500 of their fellow Americans. Significantly, members recruited 46,600 additional community volunteers (a leverage factor of 55), who provided more than three-quarters of a million hours of service, which ranged between \$4.1 and \$10.8 million in value. To this recruitment effort, members added \$12.7 million in cash and \$6.9 million worth of in-kind contributions. (Westat Corporation, *1997 AmeriCorps*VISTA Accomplishments*, April, 1998.)

A crucial area of service is organizational capacity building. In this area of service, members work with local organizations to increase their capabilities for delivering community services by engaging in such tasks as fund-raising, developing volunteer recruitment initiatives, mounting public education campaigns, and providing training and technical assistance. (Westat Corporation, *1997 AmeriCorps*VISTA Accomplishments*, April, 1998.)

- In the organizational capacity building area alone, almost 900 AmeriCorps*VISTA members helped to recruit an additional 12,500 community volunteers to provide 158,000 hours of organizational support beyond direct delivery of services.
- These leveraged resources have a conservatively estimated value of more than \$800,000.

AmeriCorps' literacy activities have significant impacts on reading scores and abilities. Several studies document the impact of AmeriCorps*VISTA on literacy. See a summary of these studies in Budget Activity 3: Innovation, Demonstration, and Assistance Activities.

AmeriCorps*VISTA Accomplishments in Fiscal 1999

- (a) Service Years. During fiscal 1999, AmeriCorps*VISTA produced 5,481 service years, through appropriated funds, on approximately 1,200 projects across the country. Additional members were supported with non-Corporation resources. Nearly 40 percent of those service years, including 900 Summer Associates (100 service years), focused on the Corporation's literacy initiative to ensure that all children read well and independently by the end of third grade. This initiative is a comprehensive, nationwide effort to create in-school, after-school, weekend, and summer tutoring programs in reading. As part of this effort, AmeriCorps*VISTA members played an active role in recruiting, training and coordinating volunteer tutors from all walks of life including college students, senior citizens, and representatives from business and the private voluntary sector.
- (b) Technology Initiative. Technology projects begun in fiscal 1998 expanded from community-based settings to school-based settings with the establishment of computer learning centers that support computer literacy activities for both children and adults. AmeriCorps*VISTA members serving on technology projects were involved in: assessment of local technology needs; development and design of technology plans; establishment of community Internet access sites; and, recruitment of volunteers for such activities as computer hardware and software installation, e-mail mentoring programs, and staffing of computer labs.
- (c) Welfare-to-Work. Welfare-to-work projects in which AmeriCorps*VISTA members assist low-income residents in making the transition to employment and self-employment opportunities increased in number. The 1997 Accomplishments Study indicated that AmeriCorps*VISTA members can have significant impact in such areas as: job development, job placement, job readiness training, micro-enterprise development, micro-lending, and establishment of support systems (child care, transportation, etc.) to enable low-income individuals to seek and keep employment.

AmeriCorps*VISTA Initiatives for Fiscal 2000

- ❖ **Bridging the Digital Divide.** AmeriCorps*VISTA members will provide technology to community-based and school-based computer learning centers so that they can keep pace with current innovations. A major component of these projects will be partnerships with major corporations who are leaders in technological issues. Technology projects will also address the need to increase computer literacy among youth and adults to enhance their employability. AmeriCorps*VISTA has made an issue of the "digital divide" separating low-income communities from those with substantial resources a major priority. For example, with support from IBM, United Way of America sponsors 65 AmeriCorps*VISTA members who are helping disadvantaged communities acquire state-of-the-art technology.
- ❖ **Welfare-to-Work.** AmeriCorps*VISTA will continue to expand on the job creation aspects of welfare-to-work. Most new jobs are created by very small or micro-businesses. A growing number of economic development organizations offer services providing access to start-up loans, business training, and technical assistance to welfare recipients creating new businesses. AmeriCorps*VISTA members will provide support to such organizations by creating self-employment opportunities and providing access to credit and capital as low-income individuals move toward economic independence.
- ❖ **Literacy.** The Corporation's literacy initiative will represent nearly 40 percent of the overall AmeriCorps*VISTA program. AmeriCorps*VISTA members will be playing an essential role in recruiting, training, and managing volunteer tutors. This will build upon AmeriCorps*VISTA's experience of recruiting and mobilizing volunteers from communities to assist with local project

activities. As reflected in a series of accomplishment studies, each AmeriCorps*VISTA member recruits, on average, more than 40 volunteer tutors to participate in the America Reads initiative.

- ❖ **Summer Activities.** Summer Associates will again focus on literacy projects, as well as on projects designed to attract professionally trained students, for example, from law or business, to the program.

AmeriCorps*VISTA Initiatives for Fiscal 2001

- ❖ **Current Program.** The current project portfolio continues to address the needs of low-income communities by providing AmeriCorps*VISTA members to government and non-government organizations. These members focus on building capacity in the organizations they serve. Members garner additional resources and develop sustainability for initiatives that address healthcare, low-income housing, education, economic development, public safety, the environment, and other needs.

Request: \$28,291,700

- ❖ **New Projects in Fiscal 2001.** The average life of an AmeriCorps*VISTA project is three years. Thus, in any year approximately 350 projects will phase out to be replaced by new projects. A Sustainability Study completed in 1997 concluded that, after three to five years from the close out, 73 percent of the projects continued or expanded the activities started by the AmeriCorps*VISTA members. In fiscal 2001, we anticipate the start of approximately 350 new projects, with new organizations, that will continue to focus on mobilizing community resources.

Request: \$9,868,600

- ❖ **Bridging the Digital Divide.** The Corporation is seeking about 500 AmeriCorps*VISTA service years to expand technology access especially in rural communities and those designated as urban or rural empowerment zones. AmeriCorps*VISTA members can provide support to organizations to create self-employment opportunities, access to credit and capital, computer literacy, community and school-based computer learning programs, and the promotion of Individual Development Accounts. In addition, members can help build community and organizational capacity in diverse roles including technology plans, assessing local technology needs, and developing community-based technology learning centers.

Request: \$6,750,000

- ❖ **Literacy and Reading Programs.** Literacy, after-school, and summer programs will all continue within the literacy initiative area. This amounts to approximately 40 percent of the overall AmeriCorps*VISTA program. AmeriCorps*VISTA members play key roles in strengthening community organizations by recruiting and mobilizing volunteers, coordinating and supporting volunteer tutors, mobilizing community resources to ensure project activities are sustained and continued in the community. The summer associate program will grow to 2,000 members and will continue to focus on literacy activities.

Request: \$29,200,000

- ❖ **Welfare to Work.** Job creation and asset development are essential in helping individuals make a permanent transition from welfare to work and to long term economic self-sufficiency. Small or micro-enterprises create most new jobs. A growing number of economic development organizations offer programs that provide access to start-up loans, business training, and technical assistance to welfare recipients who are creating new businesses and new job opportunities. AmeriCorps*VISTA members can provide appropriate support to enhance the capacity of these organizations and the

communities they serve. AmeriCorps*VISTA members do this in a variety of roles including job development and training, establishment of support systems (childcare, transportation, tutoring), and training in various workplace technologies.

Request: \$7,300,000

- ❖ **Increase in Program Grants to Support AmeriCorps*VISTA Members.** Our field staffing structure has stayed constant in the past years while the AmeriCorps*VISTA program has increased in size by approximately 40 percent. This increase has necessitated the greater use of Program Grants. These are more costly to fund because they are often larger projects and must include the costs of supervision, payroll administration, communications, and audit. Smaller projects, those not using a grants-based funding system, usually assume these administrative costs. One reason the administrative costs are included in the Program Grants is that these projects usually have multiple operating sites encompassing a region or an entire state. This imposes an administrative burden that project sponsors are unwilling to assume.

Request: \$1,583,700

- ❖ **Subsistence Allowance Increase.** By statute, AmeriCorps*VISTA members are to be paid an amount not less than 105 percent of the poverty index applicable for the upcoming year. The poverty index guidelines are usually published in March and form the basis for the increase in the subsistence allowance rate. The Corporation will make rate adjustments for AmeriCorps*VISTA at mid-year. The 1999 poverty guideline for a family of 1 was \$8,240. 105 percent of this would be \$8,652. The average subsistence rate for fiscal 1999 is \$8,688. The rate for fiscal 2000 increases to \$8,904 and in fiscal 2001 to \$9,168.

Request: \$1,716,000

- ❖ **Member Recruitment.** AmeriCorps*VISTA maintains national recruitment, selection, and placement systems which provides Americans of all walks of life the opportunity to serve in over 1,300 projects throughout the United States. The AmeriCorps*VISTA recruitment activities are carried out in conjunction with other AmeriCorps recruitment, as authorized under Sub-title H of the National Community Service Act. Members are recruited based on their motivation and skills. They are assigned to projects in diverse locations after a thorough selection process.

Request: \$1,290,000

Total Request: \$86,000,000

| PERFORMANCE INDICATORS | | | | |
|---|-------------|---------|---------|-------------------|
| | Performance | | | |
| | Actual | Goals | | |
| Performance Indicators for AmeriCorps*VISTA | FY 1999 | FY 2000 | FY 2001 | Increase/Decrease |
| Number of AmeriCorps*VISTA projects. | 1,172 | 1,250 | 1,300 | +50 |
| Number of AmeriCorps*VISTA service years completed (excluding negotiated cost-share agreements). | 5,481 | 5,900 | 6,100 | +200 |
| Number of AmeriCorps*VISTA service years supported by cost-share agreements. | 1,000 | 1,000 | 1,000 | 0 |
| Average percent of expected service time completed by AmeriCorps*VISTA members . ² | 81.1% | 83% | 85% | +2% |
| Percent of those AmeriCorps*VISTAs who enroll in the Trust earning the education award . ³ | 82.9% | 85% | 87% | +2% |

² This indicator is defined as follows. For an AmeriCorp*VISTA member who completes service during a program year, divide the number of days served by the number of days that member was expected to serve. For example, a full-time AmeriCorps*VISTA member who serves 385 days has a rate of 105.5% (385/365). The average for the program is the average rate for all members.

³ This indicator is defined as follows. For all members who complete service during a program year, divide the number of members who met the requirements for an education award by the total number of members who completed service. If, as in the case of AmeriCorps*VISTA, the completion rate is 82.9%, more than eight of every ten members who started the program earned an education award.

| Pending and Planned Program Evaluation Studies to Set Baselines for Additional Performance Indicators | Status of Research |
|---|--|
| <i>Bi-Annual Accomplishment Surveys 1997 & 1999</i> <ul style="list-style-type: none"> AmeriCorps*VISTA projects are meeting critical community needs in education, public safety, environmental and other human needs. | Bi-Annual Survey |
| <i>Customer Satisfaction Surveys</i> <ul style="list-style-type: none"> Percent of AmeriCorps*VISTA's partners, including project sponsors and grantees, reporting that the program manages its activities efficiently and effectively. | Annual beginning fiscal 1999 |
| <i>Community Impact Surveys</i> <ul style="list-style-type: none"> Rating by knowledgeable, community representatives of AmeriCorps*VISTA projects' success in meeting critical community needs. | Planned annual surveys beginning in fiscal 2000 |
| Potential Outcomes for AmeriCorps*VISTA from Program Evaluations ⁴ | Status of Research |
| <i>Longitudinal Research on National Service Participants</i> <ul style="list-style-type: none"> Improvements in the lives of AmeriCorps*VISTA members resulting from their service. Comparison of individuals who do not serve with former AmeriCorps*VISTA participants on degree of engagement in their communities, including continuing to serve. The extent to which the service experience improves the life skills of members, including their ability to work with people of diverse backgrounds. The percent of former AmeriCorps*VISTA members who receive the education award reporting that it was a substantial factor in their decision - and their ability - to go to college. The percent of former AmeriCorps*VISTA members who receive the education award reporting that it was a substantial factor in their ability to reduce the burden of debt owed to educational institutions. | Planned 3-5 year study, beginning in fiscal 1999 |

⁴ These outcomes are from studies yet to be completed. Outcomes from completed evaluations were listed earlier under "Findings from Independent Program Evaluation Studies."

Budget Activity 5:

AMERICORPS*NATIONAL CIVILIAN COMMUNITY CORPS (NCCC)

| SUMMARY OF BUDGET ESTIMATES | | | | |
|----------------------------------|-------------------|---------------------|--------------------|-----------------------|
| | FY 1999 Actual | FY 2000 Estimate | FY 2001 Request | Increase/ Decrease |
| (dollars in thousands) | | | | |
| Corps member support | \$11,557 | 11,134 | \$12,810 | +1,676 |
| Program support | <u>6,382</u> | <u>7,118</u> | <u>8,190</u> | <u>+1,072</u> |
| Total obligations | 17,939 | 18,252 | 21,000 | +2,748 |
| Carryover from prior year | -405 | -360 | --- | +360 |
| Carryover to next year | 360 | --- | --- | --- |
| Lapse a/ | <u>106</u> | --- | --- | --- |
| Current year budget authority | \$18,000 | \$17,892 | \$21,000 | \$3,108 |

a/ Lapsed funds shown in fiscal 1999 represent allocations of subtitle H funds paid for NCCC Team Leaders' living allowances in the prior year. In accordance with NCCC's budget cap, the dollar equivalent of Subtitle H funds paid for these NCCC costs must be lapsed from NCCC's operating budget so as not to incur total NCCC costs in excess of its total appropriated authority.

Background Information on AmeriCorps*National Civilian Community Corps

Program Elements. The AmeriCorps*NCCC is a 10-month, full-time residential program for men and women ages 18 to 24, operated directly by the Corporation. AmeriCorps*NCCC combines the best practices of civilian and military service, including leadership development and team-building. Members live and train at campuses based in five regions. In three locations, campuses occupy closed or downsized military bases: the Southeast Region in Charleston, South Carolina; the Central Region in Denver, Colorado; and the Western Region in San Diego, California. The campus in the Northeast Region occupies a medical facility for veterans in Perry Point, Maryland, and the Capitol Region campus is at a municipal facility in Washington, D.C. AmeriCorps*NCCC members receive a \$4,000 annual living allowance, room, and board. They become eligible to receive an education award at the successful completion of their service. AmeriCorps*NCCC conducts service projects in partnership with local and state sponsors that encourage community involvement. A service-learning approach that includes planned activities and training is part of all service projects.

Participation. In fiscal 1999, 871 AmeriCorps*NCCC members completed 478 projects. Since 1994, over 5,000 members have served with AmeriCorps*NCCC.

Types of Service. AmeriCorps*NCCC service emphasizes disaster relief, large scale capital improvements, and leadership for large numbers of community volunteers. As a national program, AmeriCorps*NCCC serves communities throughout the United States. Members serve in state and national forests building trails and providing fire mitigation services. Members have served in 45 disasters since 1994. Service activities also include tutoring children, rehabilitating public schools and public

housing in urban areas, and providing assistance in daily living activities to low-income residents of nursing homes.

Findings from Independent Program Evaluation Studies

*Young adults join AmeriCorps*NCCC to serve and learn.* Members join AmeriCorps*NCCC for three basic reasons: (1) to perform service for others, (2) to develop skills members think they need, and (3) for a combination of service, skill development, and compensation. Members rarely join for the compensation offered by the program alone. (Westat. *Survey of the Socio-Economic Background, Living Allowances, and Post-Service Awards of the AmeriCorps*State/National, AmeriCorps*VISTA, and AmeriCorps*NCCC Members.* 1999)

*AmeriCorps*NCCC members were prepared to respond when disaster strikes areas of the United States.* They served hand in hand with the American Red Cross, the Federal Emergency Management Agency, the National Park Service, U.S. Forest Service, and other state and local agencies and organizations. Working closely with these partners, AmeriCorps*NCCC members provided support to victims of natural disasters and helped reduce the impact of disasters on people and their environment. Members have responded to floods, hurricanes, tornadoes, and forest fires throughout the country. (Westat. *AmeriCorps*National Civilian Community Corps: Accomplishments Report for Class IV, 1997-1998.* 1999.

Accomplishments in Fiscal 1999

- (a) Five campuses. Five campuses – Charleston, Denver, Perry Point (MD), San Diego, and Washington, D.C. were operational in the beginning of the fiscal year with more than 850 full time Corps Members. In July 1999, AmeriCorps*NCCC graduated its fifth class of Corps Members who successfully served local communities and their country for a period of ten months. The member completion rate was 89.5 percent.
- (b) Primary focus on disaster relief. As in the first four years of operation, AmeriCorps*NCCC members addressed needs in the areas of education, public safety, environment, human needs and disaster relief. Preparation for disaster relief is a primary focus area. Additionally, AmeriCorps*NCCC has placed increased emphasis on projects in low-income communities with a special focus on literacy, school-aged children, the elderly, and large-scale capital improvement projects. The program continued to address needs not only in communities adjacent to the five operating campuses, but also met critical environmental, disaster, and other needs throughout the country.
- (c) Additional accomplishments. Another primary focus of AmeriCorps*NCCC activities during fiscal 1999 was helping the campuses become more autonomous. AmeriCorps*NCCC implemented a strategy to help communities offset the costs for supplies and materials required to get things done through local corporate and sponsor (cost-share) support. In addition, an impact study of AmeriCorps*NCCC program operations and the communities in which it has served was begun.

AmeriCorps*NCCC Initiatives for Fiscal 2000

- ❖ **Increasing Enrollments.** Five campuses began year-six operations and more than 850 Corps members will be enrolled in fiscal 2000. Member enrollment will remain at the same level as fiscal 1999.

- ❖ **Expansion of Disaster Support.** AmeriCorps*NCCC will place increased emphasis on its role in disaster support and recovery. We will also seek to expand members' potential to perform large-scale projects with national and local sponsors.
- ❖ **Year-round Presence.** For the first time since the AmeriCorps*NCCC was established, year-round member availability will become integrated into the program structure. Approximately one-half of the corps will start the program in winter 2000 and serve for 10 months.
- ❖ **Community Building.** AmeriCorps*NCCC is expanding to help strengthen America's communities. Our partnerships with national and local organizations will increase, with a growing focus on providing viable housing for low-income families. We will expand our out-of-school, service-learning, and tutorial services for children in low-income communities. Also, we will improve the quality of life for senior members of low-income communities and in nursing homes. And, knowing we cannot do this alone, we will increase the opportunities for residents of low-income communities to serve as volunteers in their communities.

AmeriCorps*NCCC Initiatives for Fiscal 2001

- ❖ **Increasing Enrollments.** Five campuses will begin year-seven operations and 1,100 Corps Members will serve in fiscal 2001. Member enrollment represents a 24 percent increase over projected fiscal 2000 member enrollment.
- ❖ **Five Campus Operations.** Our continued operation of five campuses and increased member enrollment will result in the completion of over 500 projects. Members will provide 1.9 million service hours to local communities. We will continue to build on our increased emphasis of disaster support to communities by further extending service efforts in the areas of disaster preparation and recovery.

Total Request: \$21,000,000

| PERFORMANCE INDICATORS | | | | |
|---|--------------------|-------------------|-------------------|-------------------|
| | Actual Performance | | Goals | |
| | Program Year 1998 | Program Year 1999 | Program Year 2000 | Program Year 2001 |
| Performance Indicators for AmeriCorps*NCCC | | | | |
| Number of members enrolled. | 871 ¹ | 860 | 860 | 1,100 |
| Average percent of expected service time completed by AmeriCorps*NCCC members. ² | 103.1% | 103.0% | 103.0% | 103.0% |
| Percent of members who complete the one-year term of service and become eligible to receive the education award. ³ | 89.5% | 90% | 90% | 90% |

| Pending and Planned Program Evaluation Studies to Set Baselines for Additional Performance Indicators ⁴ | Status of Research |
|---|---|
| <i>Annual Accomplishment Survey</i> <ul style="list-style-type: none"> Census of service activities by AmeriCorps*NCCC projects meeting critical community needs. | Completion of first survey in fiscal 1999 |
| <i>Customer Satisfaction Surveys</i> <ul style="list-style-type: none"> Percentage of AmeriCorps*NCCC's partners, including host organizations and community sponsors, reporting that the program manages its activities efficiently and effectively. | Annual beginning fiscal 1999 |
| <i>Community Impact Surveys</i> <ul style="list-style-type: none"> Percent of community representatives with direct and informed knowledge of service activities rating AmeriCorps*NCCC projects as highly successful in meeting critical community needs. | Planned annual surveys beginning in fiscal 1999 |

¹ These enrollments are for program year 1998, the most recent year for which we have complete data. Program year 1998 enrollments in AmeriCorps*NCCC generally began in the fall of 1998 and ended during the summer of 1999.

² This indicator is defined as follows. For a member who completes service during a program year, divide the number of hours served by the number of hours that member was expected to serve. For example, an AmeriCorps*NCCC member who serves 1750 hours, which includes 50 hours above the expected minimum of 1700 hours, has a retention rate of 102.9%. The average for the program is the average rate for all members.

³ This indicator is defined as follows. For all members who complete service during a program year, divide the number of members who met the requirements for an education award by the total number of members who completed service. If, as in the case of AmeriCorps*NCCC, the average is 89.5%, more than seven of every ten members who left the program during the year earned an education award.

⁴ These outcomes are from studies yet to be completed. Outcomes from completed evaluations were listed earlier under "Findings from Independent Program Evaluation Studies."

| Potential Outcomes for AmeriCorps*NCCC from Pending and Planned Program Evaluations | Status of Research |
|---|--|
| <p><i>Longitudinal Research on National Service Participants</i></p> <ul style="list-style-type: none"> • Improvements in the lives of former AmeriCorps*NCCC members resulting from their service. • Comparison of former AmeriCorps*NCCC participants with individuals who do not serve on degree of engagement in their communities, including continuing to serve. • The extent to which the service experience improves the life skills of members, including their ability to work with people of diverse backgrounds. • The percent of former members reporting that the education award was a substantial factor in their decision - and their ability - to pursue post-secondary education. • The percent of former members who received the education award reporting that it was a substantial factor in their ability to reduce the burden of debt owed to educational institutions. | Planned 3-5 year study, beginning in fiscal 1999 |
| <p><i>AmeriCorps*NCCC Community Impact Evaluation</i></p> <ul style="list-style-type: none"> • Degree of impact on the quality of life for community members. • Community members ability to sustain projects, where appropriate, after AmeriCorps*NCCC members depart. | Planned 3-year study beginning in fiscal 1999 |

Budget Activity 6:

LEARN AND SERVE AMERICA: K-12 SCHOOL AND COMMUNITY-BASED, AND HIGHER EDUCATION

| SUMMARY OF BUDGET ESTIMATES | | | | |
|---|-------------------|---------------------|--------------------|-----------------------|
| | FY 1999 Actual | FY 2000 Estimate | FY 2001 Request | Increase/ Decrease |
| (dollars in thousands) | | | | |
| Learn and Serve America program grants: | | | | |
| School-based service learning programs | \$25,412 | \$30,705 | \$27,412 | -\$3,293 |
| Community-based service- learning programs | 4,838 | 4,838 | 4,838 | --- |
| Youth Empowerment Grants | 0 | 0 | 3,000 | +3,000 |
| Community Coaches | <u>0</u> | <u>0</u> | <u>5,000</u> | <u>+5,000</u> |
| Subtotal | 30,250 | 35,543 | 40,250 | +4,707 |
| Higher Education programs | <u>9,705</u> | <u>11,790</u> | <u>10,750</u> | <u>-1,040</u> |
| Total obligations | 39,955 | 47,333 | 51,000 | +3,667 |
| Carryover from prior year | -13,288 | -16,333 | -12,000 | +4,333 |
| Carryover to next year | +16,333 | +12,000 | +12,000 | --- |
| Lapsed | --- | --- | --- | --- |
| Current year budget authority | \$43,000 | \$43,000 | \$51,000 | +\$8,000 |

Background Information on Learn and Serve America

Learn and Serve America provides students with opportunities to serve by connecting community service with academic learning, personal growth, and civic responsibility. The program provides funds to state education agencies, State Commissions, schools, colleges and universities, and nonprofit organizations. Grantees create new service-learning activities, replicate existing models, and provide training and development on service-learning to staff, faculty, adult volunteers, student participants and community members. Participants in school- and community-based service-learning range in age from 5 to 17, while higher education sites have faculty, staff, community members, undergraduate and graduate students.

Program Elements. Partnerships between schools and community organizations coordinate local service-learning activities. State education agencies, State Commissions, nonprofit organizations, and institutions

of higher education administer the grants. Service-learning engages students in hands-on learning and helps them develop personal, civic, and academic skills through structured service projects that meet community needs.

Participation. In fiscal 1999, the Corporation assisted 107 school and community-based projects that expected to enroll more than 794,000 students in service-learning activities. In that same year, 57 college and university projects supported by Learn and Serve America enrolled approximately 30,000 students.

Types of Service. Students work with the community to identify needs and determine appropriate service activities. Projects meet needs in the four, primary, statutory areas of national service: education, public safety, environment, and other human needs. Projects may include partnerships with schools, hospitals, nursing homes, community recreation centers, day care centers, parks, and human service agencies of all types. The intensity of the service activities varies from a few hours per month to 20 hours per week.

Funding. Learn and Serve America makes grants to state government entities, Indian tribes, U.S. territories, and national nonprofit organizations. They in turn make subgrants for local service-learning projects. In addition, Learn and Serve America provides grants directly to institutions of higher education. State education agencies receive funds from Learn and Serve America through a population-based formula. Nonprofit organizations, State Commissions, Indian tribes, U.S. territories, and institutions of higher education receive funds through a national competitive process, which includes set-aside funding for Indian tribes. All school and community-based grantees must demonstrate an increasing level of matching funds to qualify for continued federal support. Higher education grantees must provide a dollar-for-dollar match from the first day of the grant. Congress provided \$43 million annually for Learn and Serve America in fiscal 1998 and fiscal 1999.

Findings from Independent Program Evaluation Studies

Service-learning is a viable educational strategy and process for developing genuine academic skills. The Corporation issued the most comprehensive evaluation of Learn and Serve America to date in 1998. Overall, the evaluation data corroborated what teachers have long known: that service-learning correlates positively with both academic gains and community benefits. Service-learning, has thus proven itself as a viable educational strategy and process for developing genuine academic skills, by addressing real-world problems and creating concrete results that command respect in the community. (Abt Associates, *National Evaluation of Learn and Serve America School and Community Based Programs, Final Report*, Washington, DC: Corporation for National Service, July 1998.)

Communities Rate Learn and Serve's Impact Highly. In 1995-96, when service-learning students in 300 projects provided more than 154,000 hours of service, the students made a difference at the community level that extended well beyond what one might expect from their age and relatively small number. For example:

- Ninety-nine percent of all community agencies surveyed reported that their experience with local Learn and Serve programs was either "Good" or "Excellent."
- Nine of ten agencies said that Learn and Serve participants had helped the agency improve their services to clients and the community. Nearly seven of ten (68 percent) said the student participants had increased their ability to take on new projects. (Abt Associates, *National Evaluation of Learn and Serve America School and Community Based Programs, Final Report*, Washington, DC: Corporation for National Service, July 1998.)

Service-Learning Makes a Significant Impact on Citizenship. The development of a sense of civic responsibility is one of the core objectives of service-learning. A 1995-96 evaluation of Learn and Serve

America programs, which comprised 608 participants and 444 comparison group students, pointed to two main results. First, service-learning programs have had a positive, statistically significant impact on civic attitudes and behavior of participants. And, second, that post-program impacts on citizenship indicators were shared relatively equally among a wide range of participating youth. (Abt Associates, *National Evaluation of Learn and Serve America School and Community Based Programs, Final Report*, Washington, DC: Corporation for National Service, July 1998.)

Learn and Serve America Accomplishments in Fiscal 1999

- (a) Grant support. Learn and Serve America funded 164 grants totaling \$43 million.
- (b) Increased acceptance of service-learning. Learn and Serve America's funding has remained level since fiscal 1996. In the intervening years, service-learning has gained stature and importance in education at the elementary, secondary and post-secondary levels because of its positive impact on youth in academic achievement, school engagement, civic responsibility, and understanding of racial diversity. Learn and Serve America programs continued to make service an integral part of the education and life experiences of all young people, thereby building a lifelong ethic of responsibility and service.
- (c) Cost-effective dissemination strategies. Learn and Serve America supported several demonstration models for local schools utilizing community volunteers in service-learning and higher education. Learn and Serve America-funded programs provided models of effective higher education partnerships with local community organizations and schools to meet community needs. And, we shared higher education and school-based service-learning effective practices through exemplary teacher education programs.
- (d) Leader Schools. Learn and Serve America sponsored the new National Service-Learning Leaders School initiative honoring 70 high schools in 41 states and the District of Columbia. We recognized these schools for thoughtfully and effectively integrating community service into the lives of students. These schools have also made a two-year commitment to help other schools include service-learning in their curriculum.

Learn and Serve America Initiatives for Fiscal 2000

- ❖ **Continued Program Support.** Learn and Serve America will continue to support academic achievement and the development of civic and social responsibility among young people. The program will help schools, higher education institutions, and communities to meet locally defined needs by supporting strategic and cost-effective service-learning activities in fiscal 2000. Support will go to those schools, school districts, states, local governments, colleges, universities, and higher education associations implementing effective, high-quality service-learning activities.
- ❖ **Federal Work-Study Students.** Learn and Serve America will provide operational support to involve federal work-study students in community service. The support will ensure continued high-quality, cost-effective operation.
- ❖ **Community, Higher Education, School Partnership (CHESP) Competitive Grants to State Education Agencies, Grantmaking Entities, and Indian Tribes.** CHESP grants are being initiated with fiscal 2000 funds. We are making approximately 25 percent of our school-based funds available for competitive grants to SEAs, Grantmaking Entities and Indian Tribes. These competitive funds enable community institutions to work together in partnership to increase the

effectiveness of the service they provide to schools and communities. In addition, these grants are designed to link schools with higher education institutions and the community in order to maximize the leveraging of resources, both human and financial, to generate the best solutions to community problems.

Learn and Serve America Initiatives for Fiscal 2001

- ❖ **Continuation of School-Based Programs.** The requested funds would allow Learn and Serve America to maintain participation in school-based service-learning at current levels.

Request: \$27,412,000

- **State Education Agency (SEA) Formula Grants (\$19,942,000).** As required by our legislation, the Corporation awards most of the K-12 school-based funds by formula to state education agencies. Almost 75 percent of Learn and Serve America School-Based funds go, by formula, to the state education agencies.
 - **Community, Higher Education, School Partnership (CHESP) Competitive Grants to SEAs, Grantmaking Entities, Indian Tribes (\$6,647,531).** We will continue making these competitive grants to SEAs, Grantmaking Entities and Indian Tribes.
 - **Indian Tribe/U.S. Territory Grants (\$822,375).** Our legislation requires that 3 percent of school-based funds support service-learning programs coordinated by Indian Tribes and U.S. Territories.
- ❖ **Community-Based Programs.** We distribute community-based grants on a competitive basis to State Commissions on National and Community Service and Grantmaking Entities. The requested funding will allow us to meet two important objectives. First, we will support Goal 2 of the Presidents' Summit for America's Future - providing safe places and structured activities in the after school hours. Second, we will fund State Commissions to carry out service-learning activities with school-age youth.

Request: \$4,837,500

- **State Commission Grants.** State Commissions will compete competitively for funds available for community-based program grants. These funds will enable State Commissions to develop service-learning opportunities in community-based organizations and agencies; award sub-grants; provide technical assistance to funded programs; and implement, operate or expand community-based service-learning.
 - **Community-Based Grantmaking Entity Grants.** Community-Based Grantmaking Entities will apply on a competitive basis for funds available for community-based program grants. These funds will enable Community-Based Grantmaking entities to develop service-learning opportunities in community-based organizations and agencies; award sub-grants; provide technical assistance to funded programs; and implement, operate, or expand community-based service-learning.
- ❖ **Youth Empowerment Grants.** Youth Empowerment Grants are new, competitive fellowships that reward young, social entrepreneurs dedicated to solving problems in their communities. Learn and Serve America will award the grants to organizations that sponsor young people who have designed and developed their own projects. These will include efforts to prevent youth violence, improve civic participation, and engage students in tutoring and mentoring others.

Request: \$3,000,000

- ❖ **Community Coaches.** Learn and Serve America will award grants to place a “community coach” in about 1,000 schools. Community Coaches help teachers and other school personnel to use the resources of their surrounding community to engage children in community service connected to their schoolwork. The Community Coach also works with the individuals, organizations, and businesses in the community and encourages them to offer resources to their schools and to see the schools and students themselves as community resources. A Community Coach may be a teacher, an AmeriCorps member, or other adult committed to strengthening student community service.

Request: \$5,000,000

- ❖ **Higher Education Programs.** Funds support service-learning courses and activities by colleges and universities in partnership with and to benefit their local communities. America’s higher education institutions are a significant untapped resource for meeting the needs of communities. Higher education institutions will provide service-learning opportunities to 30,000 students in more than 300 colleges and universities.

Request: \$10,750,000

- **Individual Institution Grants.** Institutions of higher education will compete for Higher Education funds to implement service-learning projects, introduce service-learning in teacher training programs, design service-learning curricula, and promote research about service-learning.
- **Consortia Grants.** Consortia of institutions of higher education and higher education associations will compete for Consortia Grants to collaborate with other colleges and universities, introduce service-learning in teacher training programs, design service-learning curricula, and promote research about service-learning.
- **Dissemination Grants.** Institutions of higher education, consortia of institutions of higher education, and higher education associations will compete for dissemination grants to disseminate developed products to the field.

Total Request: \$51,000,000

| PERFORMANCE INDICATORS | | | | |
|---|-------------------|---------|---------|-----------------------|
| Performance Indicators for Learn and Serve America | Performance | | | Increase/ Decrease |
| | Actual | Goals | | |
| | 1999 | 2000 | 2001 | |
| Number of K-12 and higher education grants. | 164 | 165 | 165 | 0 |
| Number of students in projects supported by Learn and Serve America. | Not yet available | 824,000 | 824,000 | 0 |
| Number of Leader Schools selected (also listed under Budget Activity 3 – Innovation). | 70 | 270 | 450 | +180 |

| Pending and Planned Program Evaluation Studies to Set Baselines for Additional Performance Indicators | | Status of Research |
|---|--|-----------------------------------|
| <i>Customer Satisfaction Surveys</i> <ul style="list-style-type: none"> Percent of Learn and Serve America's partners, including grantees and state education agencies, reporting that the program manages its activities efficiently and effectively. | | Annual beginning fiscal 1999 |
| Potential Outcomes for Learn and Serve America from Program Evaluations ¹ | | Status of Research |
| Potential Outcomes in Pending and Planned Program Evaluations | | |
| <i>A Study of the Institutionalization of Service-Learning in K-12 and Higher Education</i> <ul style="list-style-type: none"> Degree to which service-learning is becoming a permanent, structural component of institutions of learning. The impact of support provided by grants from Learn and Serve America on the institutionalization of service-learning. | | Planned completion in fiscal 2000 |

¹ These outcomes are from studies yet to be completed. Outcomes from completed evaluations were listed earlier under "Findings from Independent Program Evaluation Studies."

Budget Activity 2:

NATIONAL SENIOR SERVICE CORPS

| BUDGET AUTHORITY | | | | |
|---|--------------------|---------------------|--------------------|-----------------------|
| | FY 1999 Enacted | FY 2000 Estimate | FY 2001 Request | Increase/ Decrease |
| (dollars in thousands) | | | | |
| A. Retired and Senior Volunteer Program | \$43,001 | \$46,117 | \$50,565 | \$4,448 |
| B. Foster Grandparent Program | 93,256 | 95,988 | 97,782 | 1,794 |
| C. Senior Companion Program | 36,573 | 39,219 | 41,669 | 2,450 |
| D. Demonstration Programs | <u>1,080</u> | <u>1,494</u> | <u>2,500</u> | <u>1,006</u> |
| Current year budget authority | \$173,910 | \$182,819 | \$192,516 | \$9,698 |

Background Information on the National Senior Service Corps (Senior Corps)

The Senior Corps provides opportunities for older Americans to serve their communities. The Senior Corps comprises four programs: the Retired and Senior Volunteer Program (RSVP), the Foster Grandparent Program, the Senior Companion Program, and Senior Demonstration Programs.

In 1996, the Senior Corps embarked on an outcome-based approach called *Programming for Impact*, which is designed to demonstrate and capture how the Senior Corps' projects and volunteers positively impact the communities they serve. *Programming for Impact* adds the dimension of what difference Senior Corps volunteers make in meeting high priority community needs and calls for projects to measure accomplishments, impacts, and outcomes that occur as a result of volunteer efforts. *Programming for Impact* balances Senior Corps' past focus on the importance of service to the volunteer with what the volunteers are accomplishing to meet important needs and to strengthen the fabric of community. Increases in funding for project expansion and new grants are awarded based on the local organizations' plans and potential for getting things done through impact programming and on the high quality experience provided to the volunteers.

This budget request continues to position the Senior Corps programs to be accountable under the Government Performance and Results Act by continuing our *Programming for Impact* approach and to meet the administrative needs of existing Foster Grandparent, Senior Companion, and the Retired and Senior Volunteer Programs. The administrative needs we propose to meet are increased support for project administration and technology improvements.

We propose to bridge the gap that exists between the capability of retirees and the ability of organizations to put the talents of retirees to good use in meeting high priority community needs. Our solution calls for a series of "Challenge Grants" to large non-profits organizations. These Challenge Grants will target national organizations such as Big Brothers/Big Sisters, YMCA's and YWCA's, Catholic Charities USA, or large state and city organizations such as Community Service Societies. These organizations will compete for funds to build new systems to take full advantage of the large numbers of senior volunteers in achieving their organizations' missions and service goals. This issue is well documented and seen as a major barrier to expanding senior volunteer opportunities.

Budget Activity 2b:

FOSTER GRANDPARENT PROGRAM

| BUDGET AUTHORITY | | | | |
|-----------------------------------|-------------------|---------------------|--------------------|-----------------------|
| | FY 1999 Actual | FY 2000 Estimate | FY 2001 Request | Increase/ Decrease |
| (dollars in thousands) | | | | |
| <u>Budget Authority:</u> | | | | |
| New grants | \$1,800 | --- | --- | --- |
| Continuing grants | 90,206 | 95,400 | 97,382 | +1,982 |
| Training and technical assistance | 1,054 | 463 | 275 | -188 |
| Communications | 196 | 125 | 125 | --- |
| Lapsed funds | --- | --- | --- | --- |
| Current year budget authority | \$93,256 | \$95,988 | \$97,782 | +\$1,794 |

Background Information on the Foster Grandparent Program (FGP)

Program Elements. Since 1965, Foster Grandparents have provided valuable aid to children and youth with exceptional needs. Foster Grandparents serve an average of 20 hours a week and receive stipends set at \$2.55 an hour. They must be age 60 or above and meet certain low-income requirements. In addition to the stipend, Foster Grandparents receive accident, liability, and automobile insurance coverage, if needed, during their assignments.

Participation. In fiscal 1999, more than 28,000 Foster Grandparents served in 333 projects. These volunteers provided service to more than 180,000 children with special and exceptional needs.

Types of Service. Foster Grandparents serve in schools, hospitals, drug treatment centers, correctional institutions, and Head Start and day care centers. Foster Grandparents help abused and neglected children, mentor troubled teenagers and young mothers, and care for premature infants and children with physical disabilities. In 1999, 31 Programs of National Significance grant augmentations were awarded to existing projects for 475 new volunteer service years to serve in locally identified service activities that promote the goals of America Reads and America's Promise. Nine new projects with a total of 450 volunteer service years were awarded in geographic locations previously not served.

Funding. Local sponsors apply each year to the Corporation for grants to operate Foster Grandparent Programs. In fiscal 1999, appropriations totaled \$93.3 million. In fiscal 2000, this increased to \$96 million. In fiscal 1999, non-federal contributions were \$36.9 million.

Findings from Independent Program Evaluation Studies

Foster Grandparents support leads to positive, social and emotional outcomes in children. A recent quantitative study of FGP explored what Foster Grandparents actually do with children. The study looked at the links between their activities and positive outcomes for children and youth. Overall, the

study found that Foster Grandparents demonstrated “positive caregiver behaviors associated with positive outcomes for children and benefits for classrooms and [Head Start] centers.” The study found that Foster Grandparents provide consistent support to the children in five essential areas (Westat, Inc., *Foster Grandparent Evaluation Final Report*, December, 1997):

- (1) Emotional well-being.
- (2) Self-esteem & self-efficacy.
- (3) Social behaviors and skills development.
- (4) Language development.
- (5) Cognitive development.

Accomplishments in Fiscal 1999

- (a) FGP Service Levels. Approximately 28,100 Foster Grandparents served over 98,000 children and youth daily in 333 local projects supported by federal, state, local and private sector funds.
- (b) Project Administrative Enhancements. Local projects received a 3 percent administrative cost increase to offset partially the effects of inflation, especially in areas that contribute to enhancing impact programming and technology improvements.

ACCOMPLISHMENTS OF THE FOSTER GRANDPARENT PROGRAM¹

Among other accomplishments, from July 1, 1997 to June 30, 1998, Foster Grandparents:

- Recorded an average of 1,000 hours per member, totaling 30 million hours nationally;
- Visited and nurtured more than 200,000 children;
- Provided mentoring and constructive guidance to more than 145,000 children and tutored more than 115,000 children in grades K-12;
- Aided and counseled more than 88,000 abused and neglected children;
- Provided more than 17 million hours of service in elementary schools; and
- Provided one-on-one support and nurturing to more than 27,000 youth offenders and ex-offenders.

Source: Aguirre International, *Foster Grandparent Accomplishment Summary*, July 1, 1997 – June 30, 1998. 1999

¹ These accomplishments are based on annual reports provided by FGP grantees to Aguirre International. The data are not subject to audit and should be considered as approximate indicators of level of performance. Independent reviews conducted of the accomplishment reporting process in earlier years found that the reported results were accurate reflections of effort. In fact, programs were frequently found to underreport accomplishments.

- (c) Programs of National Significance. Approximately 470 new volunteer service years were awarded in PNS grant augmentations to existing sponsors. These Foster Grandparents served over 1,800 additional children daily in elementary schools, Head Start programs, reading readiness programs, health care facilities, etc.
- (d) New Grants. The Corporation approved nine new FGP Projects in geographic locations not previously served by FGP. The additional 450 volunteer service years provided service to more than 1,800 new children in the first year.

Foster Grandparent Program Initiatives for Fiscal 2000

- ❖ **FGP Service Levels.** More than 28,300 Foster Grandparents will provide service to over 100,000 children and youth in existing local projects supported by Corporation, state, local, and private funds.
- ❖ **Project Administration Enhancements.** A critical requirement to continuing and building upon FGP's accomplishments is the availability of additional funding for project staffing, travel and other support costs. This will enable projects to extend and expand programming for impact. An increase of over \$1.9 million to cover administrative cost increases and infrastructure support will relief in these areas.
- ❖ **Programs of National Significance.** An undetermined number of local projects will receive Programs of National Significance grant augmentations to support 225 new volunteer service years. This will allow Foster Grandparents to serve an additional 875 children and youth daily.
- ❖ **National Conference.** Representatives from all projects will attend the second Senior Corps National Conference.

Foster Grandparent Program Initiatives for Fiscal 2001

- ❖ **Continuing Grants.** More than 28,400 Foster Grandparents will provide service to almost 100,000 children and youth daily in existing local projects supported by federal, state, local, and private sector funds.

Request: \$95,967,000

- ❖ **Recruitment, Training, and Technical Assistance.** This request will help support a multimedia approach to increasing public awareness of the impact of older persons providing vital services in their communities. In addition, the Corporation will provide training and technical assistance to local projects on a variety of topics, including outcome-based programming. The request will also support the FGP's share of training and technical assistance events designed to include AmeriCorps, Learn and Serve America, and the Senior Corps working together.

Request: \$ 400,000

- ❖ **Improved Computer Technology.** Average award of \$3,390 for each project to provide technology improvements, including hardware and software applications, internet access and training and reference materials. These funds will help projects complete grant applications, financial reports, and performance measurement using web-based applications.

Request: \$ 1,128,500

- ❖ **Programs of National Significance.** Approximately 70 new volunteer service years will be awarded to existing projects providing service to more than 200 additional children and youth.

Request: \$286,500

Total Request: \$97,782,000

| PERFORMANCE INDICATORS | | | | |
|--|-------------------|---------|-------------------|-------------------|
| | Actual | | Performance Goals | |
| | FY 1999 | FY 2000 | FY 2001 | Increase/Decrease |
| Performance Indicators for the Foster Grandparent Program | | | | |
| Number of federally funded Foster Grandparent projects. | 309 | 309 | 309 | 0 |
| Number of federally funded Foster Grandparent service years completed. | 22,900 | 23,100 | 23,200 | 0 |
| Number of children with special and exceptional needs served by Foster Grandparents. | Not yet available | 99,300 | 99,300 | 0 |
| Percent of Foster Grandparents covered by Volunteer Assignment Plans. ² | Not yet available | 75% | 100% | 25% |

| Pending and Planned Program Evaluation Studies to Set Baselines for Additional Performance Indicators ³ | Status of Research |
|---|---|
| <i>Customer Satisfaction Surveys</i> <ul style="list-style-type: none"> Percent of Foster Grandparent Program's partners, including grantees and station sponsors, reporting that the program manages its activities efficiently and effectively. | Annual beginning fiscal 1999 |
| <i>Community Impact Surveys</i> <ul style="list-style-type: none"> Ratings by knowledgeable, community representatives on success of Foster Grandparent Programs in meeting critical community needs. | Planned annual surveys beginning in fiscal 2000 |
| <i>Bi-Annual Accomplishment Surveys 1998, 2000, 2002</i> <ul style="list-style-type: none"> Census of service activities by Foster Grandparent Programs meeting priority community needs in education, public safety, environmental and other human needs. | Bi-Annual Survey beginning in 1998 |

² Volunteer Assignment Plans include a written description of a Foster Grandparent's assignment with a child. The plan identifies specific outcomes for the child served and the activities of the Foster Grandparent.

³ These outcomes are from studies yet to be completed. Outcomes from completed evaluations were listed earlier under "Findings from Independent Program Evaluation Studies."

Budget Activity 2a:

RETIRED AND SENIOR VOLUNTEER PROGRAM

| BUDGET AUTHORITY | | | | |
|-----------------------------------|-------------------|---------------------|--------------------|-----------------------|
| | FY 1999 Actual | FY 2000 Estimate | FY 2001 Request | Increase/ Decrease |
| (dollars in thousands) | | | | |
| <u>Budget Authority:</u> | | | | |
| New grants | \$420 | --- | --- | --- |
| Continuing grants | 41,576 | 44,724 | 49,695 | +4,971 |
| Training and technical assistance | 703 | 1,093 | 575 | -518 |
| Communications | 302 | 300 | 295 | -5 |
| Lapsed funds | --- | --- | --- | --- |
| Current year budget authority | \$43,001 | \$46,117 | \$50,565 | +\$4,448 |

Background Information on the Retired and Senior Volunteer Program (RSVP)

Program Elements. The Retired and Senior Volunteer Program (RSVP) matches older Americans who are willing to help with local problems. RSVP volunteers choose how and where they want to serve, and they determine how many hours a week they serve. RSVP volunteers do not receive any stipend, but their project may reimburse them for some costs associated with their service activities. In addition, RSVP provides appropriate insurance coverage for volunteers while on assignment.

Participation. Each year more than 460,000 older Americans, age 55 and over, provide community service through the sponsorship of more than 760 local RSVP projects. The amount of service can vary from a few hours a month to almost full-time, with the average hours of service being approximately four hours a week.

Types of Service. RSVP volunteers serve through public agencies and nonprofit organizations. They tutor children and youth, organize neighborhood watch programs, renovate homes, teach English to immigrants, program computers, help people recover from natural disasters, and serve as museum docents – whatever their skills and interests lead them to do. In 1999, the Corporation awarded 55 Programs of National Significance grant augmentations to existing projects. This will provide for more than 3,000 new volunteers. They will serve in locally identified service activities promoting the goals of America Reads and America's Promise. The Corporation funded five new projects totaling 1,000 volunteers in geographic locations previously not served.

The projects' local infrastructure or support base required for managing volunteers and service projects is being built in a way which enhances the community's ability to use more senior volunteers to meet their community's priority needs. And, while meeting critical needs, the programs are continuing to encourage the contributions of senior Americans. Greater support for this base will position RSVP to engage more actively the increasing numbers of young eligible potential volunteers.

Funding. In fiscal 1999, RSVP received \$43 million. In fiscal 2000, the federal appropriation increased to \$46.1 million. In fiscal 1999, non-federal contributions were over \$44 million.

Findings from Independent Program Evaluation Studies

Accomplishments of RSVP volunteers positively affect their communities. RSVP volunteers provide services through organizations in the areas of health, nutrition, and education and through assistance to local government agencies or programs. Examples of specific areas of effort are presented in the accomplishments data on the following page. (Westat, Inc. *Retired and Senior Volunteer Program: Summary Evaluation Report*. 1997)

RSVP faces significant challenges in implementing impact programming. The diversity, complexity, and large size of RSVP present challenges. This is particularly so if success is measured by demonstrated impact of service on critical community needs rather than focused on the historical emphasis on needs of seniors and of the community stations through which they serve. The issue for RSVP is how it can remain successful in a changing environment in which the focus is shifting to outcomes of service for communities. (Westat, Inc. *Retired and Senior Volunteer Program: Summary Evaluation Report*. 1997)

RSVP Projects are large and complex, presenting serious management challenges to project directors. More than half of the project directors responding to a survey completed in 1996 reported they were at the saturation point in terms of numbers of volunteer stations or volunteers they could manage effectively. The study found numerous cases in which the size of the projects exceeded the capacity of the project staff to manage stations and volunteers active during the year. (Westat, Inc. *Retired and Senior Volunteer Program: Summary Evaluation Report*. 1997)

RSVP Accomplishments in Fiscal 1999

- (a) RSVP Service Levels. Almost 467,000 volunteers have served in 764 local projects supported by Corporation and non-Corporation funds. They provided almost 78 million hours of service to 67,000 organizations. Existing projects received approximately \$1.2 million as administrative cost increases to address, in part, infrastructure need.
- (b) Programs of National Significance (PNS). A total of 55 Corporation and non-Corporation funded RSVP projects received PNS grant augmentations. They supported over 3,000 additional volunteers serving in a variety of settings to promote school readiness, family literacy, reading, clean water, delivery of health and nutrition services and other priority areas. Five new projects in geographic areas with no current RSVP service received RSVP funding. These grants supported approximately 1,000 new volunteers.
- (c) Programming for Impact. In fiscal 1999, RSVP has compiled a compelling record in gathering and reporting accomplishments in meeting priority community needs, particularly as they relate to the goals of the Corporation's literacy initiative. This shift occurred through the ongoing training investment in impact programming, reporting tools designed to capture accomplishments and impacts as they relate to community needs served, and increased integration of Programming for Impact into standard project operations.

SELECTED RSVP ACCOMPLISHMENTS¹

From July 1, 1997 to June 30, 1998

- Providing 91 million hours of service by more than half a million senior members (182 hours per member);
- Distributing more than 40 million pounds of food to 2.8 million people;
- Organizing supportive services to senior centers and adult day care centers for more than 13 million seniors;
- Serving as classroom, playground, and computer aides for more than 100,000 students and tutoring more than 30,000 students in grades K-6;
- Helping meet the needs of more than 10,000 terminally ill patients in homes, hospitals, and hospices;
- Providing public health services at a clinic, hospital, or mobile unit, or adult day care centers for more than 5 million people;
- Providing nurture and support to more than 80,000 Head Start children;
- Providing business counseling to more than 2,000 private, nonprofit, and public agencies to improve their operations, and benefiting more than 3 million of their clients; and
- Conducting more than 700,000 community crime patrols, freeing up more than half a million hours of police time.

Source: Aguirre International, *Retired and Senior Volunteer Corps Accomplishment Summary*. 1999.

¹ These accomplishments are based on annual reports provided by RSVP grantees to Aguirre International. The data are not subject to audit and should be considered as approximate indicators of level of performance. Independent reviews conducted of the accomplishment reporting process in earlier years found that the reported results were accurate reflections of effort. In fact, programs were frequently found to underreport accomplishments.

RSVP Initiatives for Fiscal 2000

- ❖ **RSVP Service Levels.** Approximately 470,000 participants will serve in 764 local projects supported by Corporation and non-Corporation funds. They will provide more than 78 million hours of service to an estimated 70,000 local organizations.
- ❖ **Project Administration Enhancements.** A critical requirement to continuing and building upon RSVP's accomplishments is the availability of additional funding for project staffing, travel and other support costs. This will enable projects to extend and expand programming for impact. An increase of over \$1.6 million to cover administrative cost increases and infrastructure support will provide relief in these areas.
- ❖ **Programs of National Significance.** An undetermined number of Corporation and non-Corporation funded projects will receive RSVP Programs of National Significance grant augmentations. Programs of National Significance grants must be used to supplement, not supplant, the number of federally supported volunteers in the designated program areas and the project as a whole. They will support an additional 3,460 volunteers.
- ❖ **National Conference.** Representatives from all projects will attend the second Senior Corps National Conference.

RSVP Initiatives for Fiscal 2001

The fiscal 2001 request of \$50.5 million focuses additional investment in RSVP strictly on meeting the administrative needs of existing projects. This investment will strengthen the infrastructure of existing projects, help them to overcome existing administrative limitations and position them for increased volunteer opportunities in subsequent years.

- ❖ **Continuing Grants.** Approximately 470,000 volunteers in 740 Corporation funded projects will provide a wide array of services to meet community needs. Another 24 projects operate with minimal or no Corporation funds. Almost 478,000 volunteers in all projects will provide over 78 million hours of service annually.

Request: \$44,545,000

- ❖ **Recruitment, Training, and Technical Assistance.** This request will help support a multimedia approach to increasing public awareness of the impact of older persons providing vital services in their communities. In addition, the Corporation will provide training and technical assistance to local projects on a variety of topics, including outcome-based programming. The request will also support the RSVP's share of training and technical assistance events designed to include AmeriCorps, Learn and Serve America, and the Senior Corps working together.

Request: \$870,000

- ❖ **Project Administration Enhancements.** A 5.75 percent across the board increase to all projects for staffing and other infrastructure support is required to continue the shift to outcome based programming and reporting. The evaluation findings cited earlier support the need for these funds. A critical requirement to continuing and building upon RSVP's accomplishments is the availability of additional funding support. These funds will support project staffing, travel and other support costs, enabling projects to extend and expand programming for impact, attract and retain a changing volunteer pool requiring different service opportunities and approaches, and provide leadership in the new century.

Request: \$ 2,560,800

- ❖ **Improved Computer Technology.** Average award of \$3,390 for each project to provide technology improvements, including hardware and software applications, internet access and training and reference materials. These funds will help projects complete grant applications, financial reports, and performance measurement using web-based applications.

Request: \$2,589,200

Total Request: \$50,565,000

| PERFORMANCE INDICATORS | | | | |
|---|-------------------|------------|------------|-----------------------|
| | Performance | | | |
| | Actual | Goals | | Increase/ Decrease |
| Performance Indicators for the Retired and Senior Volunteer Program (RSVP) | FY 1999 | FY 2000 | FY 2001 | |
| Number of federally funded RSVP projects. | 740 | 740 | 740 | 0 |
| Number of federally funded RSVP volunteers in service. | 466,900 | 470,350 | 470,350 | 0 |
| Percent of RSVP volunteers serving in outcome-based assignments. ² | Not yet available | 30% | 40% | 10% |

| Pending and Planned Program Evaluation Studies to Set Baselines for Additional Performance Indicators ³ | Status of Research |
|--|--|
| <i>Customer Satisfaction Surveys</i> <ul style="list-style-type: none"> Percent of RSVP's partners, including grantees and station sponsors, reporting that the program manages its activities efficiently and effectively. | Annual beginning fiscal 1999 |
| <i>Community Impact Surveys</i> <ul style="list-style-type: none"> Ratings by knowledgeable, community representatives on success of RSVP participants in meeting critical community needs. | Planned annual survey beginning in fiscal 2000 |
| <i>Bi-Annual Accomplishment Surveys 1998, 2000, 2002</i> <ul style="list-style-type: none"> Census of service activities by RSVP members meeting priority community needs in education, public safety, environmental and other human needs. | Bi-Annual Survey beginning in 1998 |

² Outcome based assignments engage volunteers in activities that will contribute to meeting a community need as identified by key stakeholders in the community. The results of the service must be measurable and there must be a system in place for reporting the information.

³ These outcomes are from studies yet to be completed. Outcomes from completed evaluations were listed earlier under "Findings from Independent Program Evaluation Studies."

Budget Activity 2c:

SENIOR COMPANION PROGRAM

| BUDGET AUTHORITY | | | | |
|--------------------------------------|-------------------|---------------------|--------------------|-----------------------|
| | FY 1999 Actual | FY 2000 Estimate | FY 2001 Request | Increase/ Decrease |
| (dollars in thousands) | | | | |
| <u>Budget Authority:</u> | | | | |
| New grants | --- | \$1,016 | \$1,147 | +\$131 |
| Continuing grants | 36,099 | 37,845 | 40,267 | +2,422 |
| Training and technical assistance | 355 | 283 | 175 | -108 |
| Communications | 119 | 75 | 80 | +5 |
| Lapsed funds | --- | --- | --- | --- |
| Current year budget authority | \$36,573 | \$39,219 | \$41,669 | +\$2,450 |

Background Information on the Senior Companions Program (SCP)

Program Elements. Senior Companions provide assistance to frail, homebound individuals, most of them elderly. These clients have difficulties with daily living tasks and Senior Companions help them retain their dignity and independence. The Senior Companion Program, like the Foster Grandparent Program, provides low-income persons, age 60 and over, the opportunity to serve those in need. Senior Companions receive the same stipend and insurance as Foster Grandparents and serve 20 hours a week.

Participation. In fiscal 1999, approximately 15,000 Senior Companions were in service, through 207 projects, with more than 41,000 clients each day.

Types of Service. Senior Companions help homebound clients with chores such as paying bills, buying groceries, and finding transportation to medical appointments. Senior Companions receive training in topics such as Alzheimer's disease, stroke, diabetes, and mental health – and alert doctors and family members of potential health problems. In 1999, 10 Programs of National Significance grant augmentations were awarded to existing projects for 100 new volunteer service years to serve in respite and independent living activities.

Funding. As with the Foster Grandparent program, local sponsors apply each year to the Corporation for funds to operate Senior Companion projects. In fiscal 1999, the program received \$36.6 million and for \$39.2 million for fiscal 2000. In fiscal 1999, non-federal contributions were \$24.1 million.

Accomplishments in Fiscal 1999

- (a) SCP service levels. Over 15,000 Senior Companions served in 157 Corporation funded and 50 non-Corporation projects to provide personal assistance and companionship primarily to persons who have physical, mental, or emotional impairments. More than 52,900 adults received services.

- (b) Programs of National Significance. Approximately \$402,000 helped fund ten Programs of National Significance (PNS) grant augmentations to support a total of 100 new volunteer service years.
- (c) Administrative Cost Increase. More than \$990,000 helped support a modest administrative cost increase for all projects.

| Senior Companion Program Accomplishments | |
|--|---------------|
| From July 1, 1997 to June 31, 1998 ¹ | |
| Hours of Service | Hours |
| To those with mental health disabilities | 460,000 |
| To those with developmental disabilities | 500,000 |
| To those with physical disabilities | 600,000 |
| Services Provided | Number Served |
| Peer counseling, support, letter writing, listening, reading, talking | 75,000 |
| Light housekeeping, meal preparation, and nutritional information | 10,000 |
| Rehabilitation therapy and exercise | 8,000 |
| Source: Aguirre International, <i>Senior Companion Program Accomplishment Summary</i> , July 1, 1997-June 30, 1998, February, 1999. | |

Senior Companion Program Initiatives for Fiscal 2000

- ❖ **SCP Service Levels.** More than 15,575 Senior Companions will serve in 162 Corporation-funded and 50 non-Corporation projects to provide personal assistance and companionship primarily to persons who have physical, mental, or emotional impairments. Over 54,900 adults will receive service annually.
- ❖ **New Grants.** In recognition of changing demographics and the rapidly increasing need for support for independent living, the Corporation will establish an estimated five new projects in geographic areas not served by Senior Companions. Currently, 80 percent of the counties have no Senior Companion Program activity. More than 240 new service years will support approximately 270 new volunteers serving over 800 new clients annually.

¹ These accomplishments are based on annual reports provided by SCP grantees to Aguirre International. The data are not subject to audit and should be considered as approximate indicators of level of performance. Independent reviews conducted of the accomplishment reporting process in earlier years found that the reported results were accurate reflections of effort. In fact, programs were frequently found to underreport accomplishments.

- ❖ **Programs of National Significance.** An undetermined number of existing projects will receive PNS grants to support an additional 220 service years. An estimated 950 new persons will be served annually.
- ❖ **Project Administration Enhancements.** A critical requirement to continuing and building upon SCP's accomplishments is the availability of additional funding for project staffing, travel and other support costs. This will enable projects to extend and expand programming for impact. An increase of approximately \$724,800 to cover administrative cost increases and infrastructure support will provide relief in these areas.
- ❖ **National Conference.** Representatives from all projects will participate in the second Senior Corps National Conference.

Senior Companion Program Initiatives for Fiscal 2001

- ❖ **Continuing Grants.** More than 15,600 Senior Companions will serve in 162 Corporation-funded and 50 non-Corporation projects to provide personal assistance and companionship primarily to persons who have physical, mental, or emotional impairments. More than 43,000 adults will receive service annually.

Request: \$38,861,500

- ❖ **Recruitment, Training, and Technical Assistance.** This request will help support a multimedia approach to increasing public awareness of the impact of older persons providing vital services in their communities. In addition, the Corporation will provide training and technical assistance to local projects on a variety of topics, including outcome-based programming. The request will also support the SCP's share of training and technical assistance events designed to include AmeriCorps, Learn and Serve America, and the Senior Corps working together.

Request: \$ 255,000

- ❖ **Improved Computer Technology.** Average award of \$3,389 for each project to provide technology improvements, including hardware and software applications, Internet access and training and reference materials. These funds will help projects complete grant applications, financial reports, and performance measurement using web-based applications.

Request: \$ 704,900

- ❖ **Programs of National Significance Grants.** Approximately 160 new Senior Companion service years will support respite care to primary caregivers and promote independent living for persons experiencing difficulties performing activities of daily living. The new Senior Companions will serve 550 new persons weekly.

Request: \$ 700,200

- ❖ **New Grants.** Approximately 5 new grants to support 265 new Senior Companion service years in communities currently not served. The new Senior Companions will serve 900 new clients weekly. These grants will also concentrate on providing respite and independent living services.

Request: \$1,147,400

Total Request: \$41,669,000

| PERFORMANCE INDICATORS | | | | |
|--|-------------------|------------|------------|-----------------------|
| Performance Indicators for the Senior Companion Program | Performance | | | Increase/ Decrease |
| | Actual | Goals | | |
| | FY 1999 | FY 2000 | FY 2001 | |
| Number of federally funded Senior Companion projects. | 157 | 162 | 167 | +5 |
| Number of federally funded Senior Companion service years completed. | 8,750 | 9,200 | 9,600 | +400 |
| Number of frail, homebound, usually elderly clients served by Senior Companions. | 52,900 | 54,900 | 56,950 | +2,050 |
| Percent of Senior Companions covered by Volunteer Assignment Plans. ² | Not yet available | 100% | 100% | 0 |

| Pending and Planned Program Evaluation Studies to Set Baselines for Additional Performance Indicators | Status of Research |
|--|---|
| <i>Customer Satisfaction Surveys</i> <ul style="list-style-type: none"> Percent of Senior Companion Program's partners, including grantees and station sponsors, reporting that the program manages its activities efficiently and effectively. | Annual beginning fiscal 1999 |
| <i>Community Impact Surveys</i> <ul style="list-style-type: none"> Ratings by knowledgeable, community representatives on success of Senior Companions in meeting critical community needs. | Planned annual surveys beginning in fiscal 1999 |

| Potential Outcomes for the Senior Companion Program from Program Evaluations ³ | Status of Research |
|---|---------------------------------------|
| <i>Senior Companion Program Quality of Care Evaluation</i> <ul style="list-style-type: none"> Degree to which Senior Companions help clients to live independently, while maintaining active involvement with family and community. Degree to which Senior Companions ensure that clients receive and eat balanced meals. Degree to which Senior Companions reduce caregiver stress. | 3-year study beginning in fiscal 1998 |
| <i>Accomplishment Surveys 1998, 2000, 2002</i> <ul style="list-style-type: none"> Degree to which Senior Companions meet priority needs of frail, homebound, usually elderly clients. | Bi-Annual Survey beginning in 1998 |

² Volunteer Assignment Plans include a written description of a Senior Companion's assignment with a client. The plan identifies specific outcomes for the client served and the activities of the Senior Companion.

³ These outcomes are from studies yet to be completed. Outcomes from completed evaluations were listed earlier under "Findings from Independent Program Evaluation Studies."

Budget Activity 2d:

SENIOR DEMONSTRATION PROGRAM

| BUDGET AUTHORITY | | | | |
|-----------------------------------|-------------------|---------------------|--------------------|-----------------------|
| | FY 1999 Actual | FY 2000 Estimate | FY 2001 Request | Increase/ Decrease |
| (dollars in thousands) | | | | |
| <u>Budget Authority:</u> | | | | |
| Grants | \$949 | \$1,444 | \$2,100 | +\$656 |
| Training and technical assistance | 131 | 50 | 400 | +350 |
| Communications | --- | --- | --- | --- |
| Lapsed funds | --- | --- | --- | --- |
| Current year budget authority | \$1,080 | \$1,494 | \$2,500 | +\$1,006 |

Background Information on the Senior Corps Demonstration Program

The Senior Corps Demonstration initiatives test new models and emerging effective practices for involving older people in volunteer service. Senior Demonstrations build on effective practices and lessons learned from the current Senior Corps programs as well as the other national service activities. The goal is find the best way to tap the vast civic potential of the coming baby boom generation - the largest, best educated, healthiest, wealthiest, longest-living generation of seniors in the nation's history.

In fiscal 1998, the Senior Corps launched the Experience Corps for Independent Living. The Experience Corps for Independent Living expanded the size and scope of volunteer efforts to provide independent living services for frail elders and their caregivers.

In fiscal 2000, the Congress, using the Conference Report on the Consolidated Appropriation Act, directed the Corporation to:

- End the appointment of Senior Leaders in the Foster Grandparent and Senior Companion Programs of persons not meeting income eligibility.
- Close the Experience Corps for Independent Living projects.
- End the Seniors for Schools projects after one more year.

Findings from Independent Program Evaluation Studies

Seniors have major impact on students and schools. A recent study of the Seniors for Schools initiative found several significant outcomes (*Project STAR. Seniors for Schools, 1998-1999 Data Analysis, Seniors for Schools Program Surveys, 1999*):

- Eighty-eight percent of the 1,422 students measured improved their reading skills during the project year.
- Sixty-nine percent of tutored students increased grade level by one full reading level or more.
- Eighty-three percent of teachers reported positive changes in student literacy including increases in reading ability.
- Over 82 percent of principals, staff, and teachers indicated that students displayed increased positive attitudes toward reading and increased self-confidence in reading ability.
- Ninety-eight percent of the principals, staff, and teachers want Seniors for Schools volunteers back next year.
- Ninety percent of teachers reported that the Seniors for Schools initiative increased their ability to target instruction to specific student needs.
- More than 98 percent of the principals and staff along with 92 percent of the teachers noted that the seniors were positive role models and increased children's respect for older adults.

Accomplishments in Fiscal 1999

- (a) Seniors for Schools. The major initiative within this activity is the Seniors for Schools initiative, which recruits adults age 55 and over to help children read independently by the end of the third grade. The nine Demonstration grants supported more than 300 intensive service volunteers who served 15 or more hours a week. These volunteers leveraged additional volunteers and together they served more than 3,500 elementary school children.
- (b) Seniors for Habitat. Seniors for Habitat is a pilot program involving the Retired and Senior Volunteer Program (RSVP) and selected Habitat for Humanity International affiliates. Eight RSVP projects were funded to use the time, talent, experience, and resources of older adults in helping build the capacity of Habitat affiliates. These affiliates seek to move people out of substandard housing and into their own homes. Currently, more than 180 Seniors for Habitat volunteers are helping to complete construction projects and cut the completion time in half while doing so.
- (c) Homewood Pilot. Seed funds were provided in support of a collaborative partnership between the Greater Homewood Community Corporation of Baltimore and the Center on Aging and Health, Johns Hopkins Medical Institutions. The State of Maryland provided the major funding for this project. The program is designed to use the skills and time of older adults to serve children in elementary schools like Seniors for Schools. Dual objectives seek to build interventions for children and promote the health of older adults. An evaluation of this program is planned.

Senior Demonstration Program Initiatives for Fiscal 2000

- ❖ **Implementing the Conference Report.** In fiscal 2000, the Corporation is implementing the Conference Report on the Consolidated Appropriation Act as directed by Congress. All Senior Leaders in the Foster Grandparent and Senior Companion Programs not meeting income eligibility requirements were terminated from their leader roles. The Experience Corps for Independent Living projects will close as fiscal 1999 funds expire.
- ❖ **Demonstration Program Service Levels.** The Seniors for Schools effort will receive a final year of funding. The Seniors for Habitat will receive an additional year of funding.

- ❖ **RSVP Leaders.** The RSVP Leaders initiative, previously funded with RSVP funds, will receive a third year of support with Senior Demonstration funding. RSVP Leaders are volunteers who commit to serve a minimum of fifteen hours each week. Leaders assume a range of responsibilities that support direct service volunteers in achieving the project outcomes.

Senior Demonstration Program Initiatives for Fiscal 2001

- ❖ **Recruitment, Training, and Technical Assistance.** Training and technical assistance will go to local projects on a variety of topics, including outcome-based programming. Recruitment activities will support the new demonstrations.

Request: \$200,000

- ❖ **Evaluation of Experience Corps for Independent Living.** Funds will go to support an evaluation of this program at the end of its two-year period of operation.

Request: \$200,000

- ❖ **Challenge to Large Scale Organizations.** This new initiative proposes to bridge the gap that exists between the capacity of retirees to volunteer and the ability of organizations to put those resources to good use. To build this bridge, we are proposing to challenge large, non-profit organizations to mobilize great numbers of senior volunteers as a resource to solve particular community problems. These national organizations might include, for example, Big Brothers/Big Sisters, Catholic Charities USA, Habitat for Humanity, Lutheran Services of America, Save the Children Federation, United Way, the Volunteers of America, and the YMCA/YWCA. At state or city levels, candidate organizations could include large organizations such as Community Services Societies, community foundations, and Volunteer Centers.

We are proposing to select five applicants to receive grants of approximately \$375,000. Applicant organizations would be required to demonstrate how they will recruit, place, and oversee the activities of large numbers of senior volunteers throughout their organizations. Applicants must show how these senior volunteers will have a demonstrable impact on a high priority, large-scale community need, which the organization is addressing.

This demonstration will build on the successful elements from previous demonstration efforts, building on effective practices and lessons learned from the current Senior Corps programs as well as the other national service activities. Applicants will apply these elements on much larger scales to have significant impact on a defined problem or issue. Finding ways to build organizational capacity of non-profit organizations to use volunteers could reap tremendous benefits for both communities and the senior volunteers.

Request: \$1,875,000

- ❖ **RSVP Leaders.** We are requesting continued funding.

Request: \$225,000

Total Request: \$2,500,000

| PERFORMANCE INDICATORS | | | | |
|--|----------------|----------------|--------------------------------|-------------------|
| Performance Indicators for the Senior Demonstration Program | Performance | | | Increase/Decrease |
| | Actual | Goals | | |
| | FY 1999 | FY 2000 | FY 2001 | |
| Challenge to Large Scale Organizations | Not applicable | Not applicable | Plan and implement the program | -- |
| | | | | |
| Outcomes for the Senior Demonstration Program from Program Evaluations ¹ | | | Status of Research | |
| <i>Seniors for Schools</i> <ul style="list-style-type: none">• Benefits for students, such as reading skills.• Benefits for teachers and schools, such as meeting students' needs or raising community awareness of school needs. | | | Completion in 2000 | |
| <i>Experience Corps for Independent Living Evaluation</i> <ul style="list-style-type: none">• Experience Corps volunteers will deliver significant services to in-home, frail elderly who will benefit greatly from the services. | | | Completion in 2001 | |

¹ These outcomes are from studies yet to be completed. Outcomes from completed evaluations were listed earlier under "Findings from Independent Program Evaluation Studies."